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ABSTRACT

This report describes, provides demographic data for, and evaluates the effectiveness of the Comprehensive High School Bilingual Program (C.H.S.B.P.), which provided staff and material resources to five high school Spanish, Chinese, and Italian bilingual programs in New York City. In 1980-81, C.H.S.B.P. served 468 students of limited English proficiency in Benjamin Franklin High School, Julia Richman High School, Lower East Side Prep, Park East High School, and Franklin D. Roosevelt High School. The program's goal was to help students to acquire basic English language skills and enter mainstream classes. Its most distinctive feature was a mini-school arrangement at each program site. In addition to instructional services, C.H.S.B.P. included a non-instructional component, focusing on curriculum and materials development, supportive services, staff development, parent and community involvement, and affecitve domain. Data presented in this report reveal that program implementation and thus student achievement varied considerably among the five participating schools. Nonetheless, it is concluded that overall goals of the program have been achieved, and that in areas such as curriculum development, C.H.S.B.P. has functioned as an examplary program in bilingual secondary education. (GC)

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# FINAL EVALUATION REPORT

## E.S.E.A. TITLE VII

Grant Number: GC07604865

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## COMPREHENSIVE HIGH SCHOOL BILINGUAL PROGRAM 1980-1981

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UD 022 340

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# COMPREHENSIVE HIGH SCHOOL BILINGUAL PROGRAM

Locations:

Benjamin Franklin High School, New York, New York
Julia Richman High School, New York, New York
Lower East Side Prep, New York, New York
Park East High School, New York, New York
Franklin D. Roosevelt High School, Brooklyn, New York

Year of Operation:

1980-1981, fifth and final year of funding

Target Languages:

Chinese, Italian, Spanish

Number of Participants:

468 students of limited English proficiency

Project Director:

Florence Pu-Folkes

## I. PROGRAM DESCRIPTION

The Comprehensive High School Bilingual Program (C.H.S.B.P.) funded by Title VII of the Elementary and Secondary Education Act and Chapter 720 of the New York State Laws, is in the final year of a five-year cycle. It provides staff and material resources to five high school Spanish, Chinese, and Italian bilingual programs in New York City. A total of 417 limited-English-proficient (LEP) students at five sites -- Benjamin Franklin High School, Julia Richman High School, Lower East Side Prep, Park East High School, and Franklin D. Roosevelt High School -- participate in the program. All schools, except Franklin D. Roosevelt High School are Title I designated, located in areas where the majority of the residents are of low income.

The philosophy of the program, according to its director, is "to facilitate students' learning ability in their native language, to offer intensive English language instruction, and to help students adapt to their new environment." Actual programmatic implementation, however, reflects the school administrators' preferred goal for the bilingual program. These goals vary from rapid transition to English to the development and maintenance of the two languages during the students' participation in the program.

As outlined in the original proposal, the short-range objectives of the program are:

1. to significantly improve the achievement scores in English language skills (understanding, speaking, reading, writing,) for 50 percent of the target population of students in the ninth and tenth grades, as measured by pre- and post-test administration of instruments;
2. to significantly improve the achievement scores in content-area instruction (math, social science, science) for 50 percent of the target population of students in the ninth and tenth grades, as measured by pre- and post-test administration of appropriate instruments;
3. to raise among the target population of students the level of ethnic awareness in order to encourage an appreciation of the target culture and the culture of other ethnic groups, as measured by formal and informal interviews and classroom observations (pre- and post-) conducted by a bilingual evaluator and by the project staff;
4. to significantly improve attendance through greater involvement of students and parents in learning experiences designed to meet their specific needs as measured by formal and informal observations (pre-

and post-) conducted by a bilingual evaluator and by the project staff;

5. to significantly improve the instructional skills of the bilingua staff in the program through the development and use of appropriate bilingual materials and methodology, as measured by formal and informal interviews and classroom observations (pre- and post-) conducted by a bilingual evaluator and by the project staff.

The program is administered by the Office of Bilingual Education (O.B.E.) of the Board of Education. As such, it bears organizational relationship and coordination responsibilities within O.B.E. and other departments of the Board, such as the Division of High Schools.

The program functions with a total of 23 staff members. The central staff consists of a project director, who oversees the entire operation; a field coordinator, who assists the project director; a teacher trainer; two curriculum specialists; a parent trainer; and a secretary. On-site (school-based) staff include one Italian, two Chinese, and five Spanish resource teachers, and eight educational assistants.

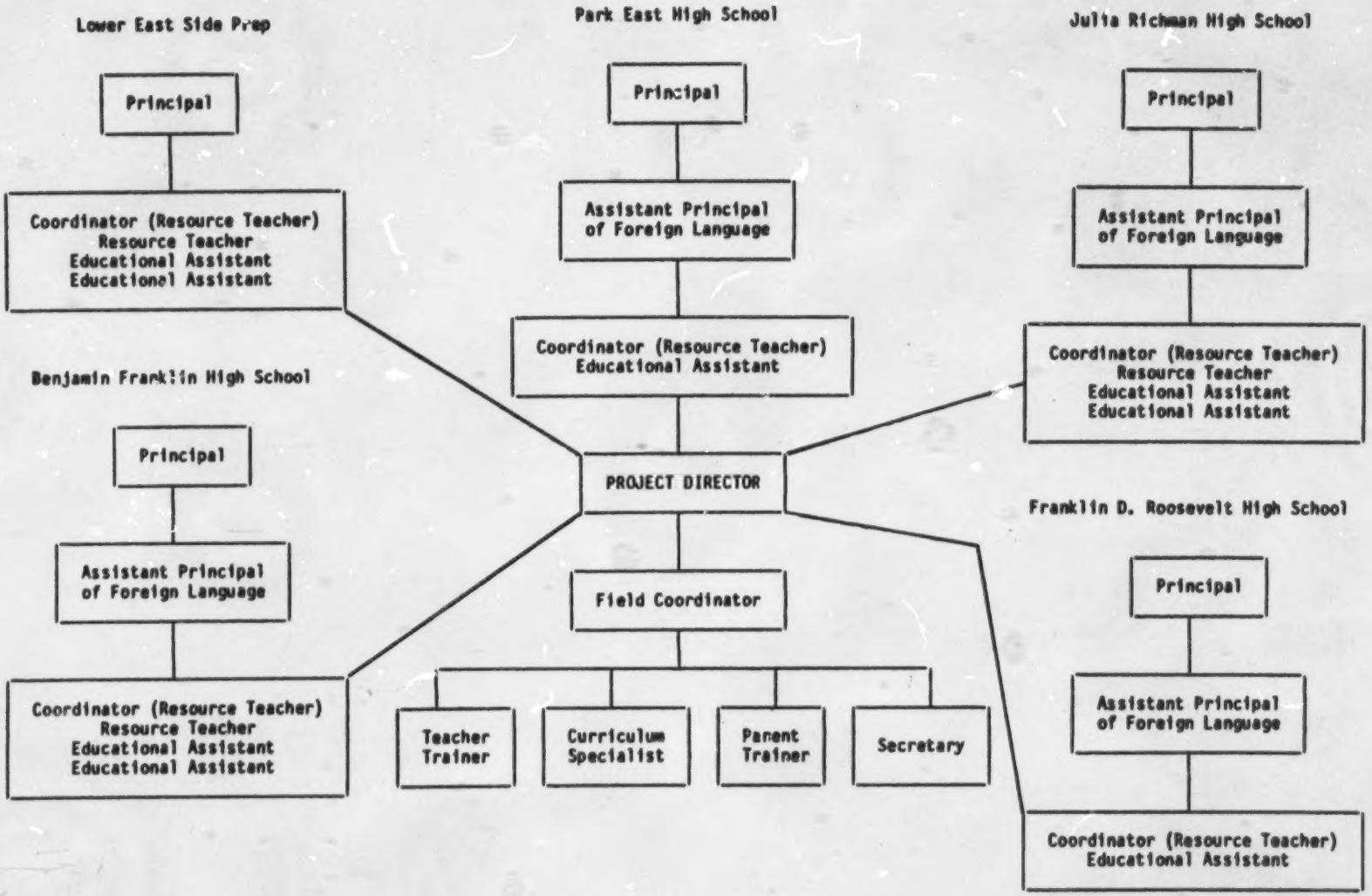
The project director sets program policy and overall objectives. The central staff engage in curriculum development, conduct training workshops for resource teachers and educational assistants, assist in parent training, organize cultural activities, and coordinate other programs. The field-based staff provide assistance to tax levy supported classroom teachers in curriculum planning, lesson planning, teaching methods, and monitoring student progress. They provide resource materials to teachers and advisement to students.

In addition to academically-related services, the program staff also perform important functions in promoting a good relationship between the LEP student and the school, fostering an environment conducive to learning, and helping students achieve a successful socio-cultural transition.

Although the program is administered by O.B.E., the supervision of on-site activities is shared by the project director and the assistant principals of foreign languages in four schools, and the principal of Lower East Side Prep. The program operates on a mini-school organizational arrangement in which C.H.S.B.P. staff are housed in a section of the school complex, while instructional personnel are dispersed throughout the various academic departments. Chart 1 illustrates the organization of the program. The arrows indicate the direction of supervisory responsibility. There is a close relation and frequent interaction between the centrally-based program staff, school supervisors, and field-based staff.

According to the program staff, in a mini-school arrangement a more focused and supportive climate is created for LEP students within each site, but it sometimes hampers their integration with the school student population. Because the C.H.S.B.P. staff is under the direct supervision of an assistant principal and also accountable to the project director, the situation sometimes creates jurisdictional problems. Tension and discord may result from a school administration's desire to exercise greater control in staff utilization and the project director's interpretation of staff duties and responsibilities. This condition could hinder the effectiveness of the program.

Chart 1. Organization of the Comprehensive High School Bilingual Program.



The attention given C.H.S.B.P. at each site varies from indifference and inattention to warm support and close cooperation among the school leadership, the program personnel, and the instructional staff. At Lower East Side Prep, for example, the principal regards the program as being "on equal footing with the mainstream program," and the C.H.S.B.P. personnel and teachers establish a cooperative working relationship which helps to create an atmosphere conducive to learning. On the other hand, the constant change of school leadership at Park East High School has been a traumatic experience and offered little support and direction to the program. Although numerous factors contribute to the success of a bilingual program, its effectiveness is greatly reduced without a supportive and cooperative school climate.

## II. DEMOGRAPHIC CONTEXT AND STUDENT CHARACTERISTICS

### OVERVIEW

Table 1 presents a breakdown by country of origin and native language of program students for whom information was provided.

Table 1. Number of program students by language and country of birth.*

| LANGUAGE | COUNTRY OF BIRTH | NUMBER | PERCENT |
|---|---|---|---|
| Chinese | | 154 | 46 |
| | People's Republic of China | 114 | |
| | Hong Kong | 22 | |
| | Vietnam | 8 | |
| | Taiwan | 6 | |
| | Other Asian Country | 4 | |
| Spanish | | 139 | 42 |
| | Puerto Rico | 76 | |
| | Ecuador | 16 | |
| | Dominican Republic | 14 | |
| | Panama | 5 | |
| | Cuba | 4 | |
| | Colombia | 3 | |
| | El Salvador | 3 | |
| | Guatemala | 3 | |
| | Mexico | 3 | |
| | Venezuela | 2 | |
| | Chile | 1 | |
| | Peru | 1 | |
| | Unspecified (Latin American) | 1 | |
| | U.S. | 7 | |
| Italian | Italy | 41 | 12 |
| TOTAL | | 334 | 100 |

*Park East data not provided.

- Forty-six percent of program participants are Chinese-speaking students.
- Spanish-speaking students constitute 42 percent of the program population.
- Seven students were born in the United States.

Table 2 presents the number of program students at each site by grade.

Table 2. Number of program students by grade and school.*

| SCHOOL | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 | TOTAL |
|---|---|---|---|---|---|
| B. Franklin | 19 | 20 | 17 | 18 | 74 |
| J. Richman | 11 | 48 | 14 | -- | 73 |
| F.D.R. | 14 | 8 | 9 | 4 | 35 |
| Lower East Side Prep | 95 | 55 | -- | -- | 150 |
| TOTAL | 139 | 131 | 40 | 22 | 332 |

*Park East data not provided.

.The majority of program students attend Lower East Side Prep.

.Most students are in the ninth and tenth grades.

Because there may be selective personal and environmental pressures on students in urban communities, the composition of the student body may vary from school to school and grade to grade within a school. Table 3 presents the distribution of program students by grade and sex. Information on the number and percentages of program students by sex and school is provided in Table 4.

Table 3. Number and percentages of students by sex and grade.*

| GRADE | SEX | | | | | |
|---|---|---|---|---|---|---|
| | MALE N | MALE PERCENT OF GRADE | FEMALE N | FEMALE PERCENT OF GRADE | TOTAL N | PERCENT OF ALL STUDENTS |
| 9 | 79 | 57 | 59 | 43 | 138 | 42 |
| 10 | 56 | 43 | 75 | 57 | 131 | 39 |
| 11 | 22 | 55 | 18 | 45 | 40 | 12 |
| 12 | 9 | 41 | 13 | 59 | 22 | 7 |
| TOTAL | 166 | 50 | 165 | 50 | 331 | 100 |

*Park East data not provided.

- The percentages of male and female students in the program are equivalent.
- The student population decreases as the grade level increases from 42 percent in the ninth grade to 7 percent in the twelfth grade.

Table 4. Number and percentages of progam students by sex and school.*

| SCHOOL | SEX: MALE N | PERCENT OF SCHOOL | FEMALE N | PERCENT OF SCHOOL | TOTAL N | COLUMN TOTAL: PERCENT OF ALL STUDENTS |
|---|---|---|---|---|---|---|
| B.Franklin | 40 | 54 | 34 | 46 | 74 | 22 |
| J.Richman | 33 | 45 | 40 | 55 | 73 | 22 |
| F.D.R. | 19 | 54 | 16 | 46 | 35 | 11 |
| Lower East Side Prep | 75 | 50 | 74 | 50 | 150 | 45 |
| TOTAL | 167 | 50 | 164 | 50 | 331 | 100 |

*Park East data not provided.

- The percentages of male program students are higher than those of female program students at Benjamin Franklin and Franklin D. Roosevelt High Schools.
- Female program students outnumber male program students at Julia Richman High School.
- The percentages of male and female program students are equivalent at Lower East Side Prep.

Because so many of the Comprehensive High School Bilingual Program students are immigrants, their educational histories may vary considerably. Many have suffered interrupted schooling, or because of a lack of educational opportunities in their countries of origin, have received fewer years of education than their grade level would indicate. Bilingual program students are reported by age and grade in Table 5.

Table 5. Number of students by age and grade.*

| AGE | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 | TOTAL |
|---|---|---|---|---|---|
| 15 | 12 | | | | 12 |
| 16 | 10 | 26 | 5 | 1 | 42 |
| 17 | 12 | 27 | 15 | 2 | 56 |
| 18 | 12 | 17 | 15 | 4 | 48 |
| 19 | 15 | 5 | 2 | 10 | 32 |
| 20 | 22 | 14 | | 3 | 39 |
| 21 | 30 | 15 | | | 45 |
| 22 | 19 | 12 | | 1 | 32 |
| 23 | 5 | 12 | | 1 | 18 |
| 24 | | 1 | | | 1 |
| TOTAL | 137 | 129 | 37 | 22 | 325 |
| Overage Students For The Entire Program # | 125 | 103 | 17 | 15 | 260 |
| Overage Students For The Entire Program % | 91 | 80 | 46 | 68 | 80 |

Overage Students By School:

| | | | | |
|---|---|---|---|---|
| B. Franklin | # 45 | F.D.R. | # 20 | |
| | % 63 | | % 59 | |
| J. Richman | # 47 | Lower East Side Prep | # 149 | |
| | % 65 | | % 100 | |

*Park East Data not provided. Shaded boxes indicate the expected age range for each grade.

- Eighty percent of the program students are overage for their grade, a proportion much higher than the 65 percent figure commonly found by O.E.E. in bilingual programs in 1980-1981.
- The highest percentage of overage students occurs in the ninth grade.
- Lower East Side Prep has the highest percentage of overage students in the program.

As Table 5 indicates, the fact that so many students are overage may have implications for interpreting student outcomes and setting standards for expected rates of growth. These are students who have missed a year or more of school, whose grade placement may reflect their age more than their prior educational preparation. As a result, they may have a lack of cognitive development in their native language which must be addressed, as it has implications for their ability to acquire oral and literacy skills in English.

LOWER EAST SIDE PREP (L.E.S.P.)

The Chinese component of C.H.S.B.P. is situated at Lower East Side Prep, located at 169 William Street. The school borders City Hall and Federal Plaza, Wall Street, the Fulton Street Shopping Mall, Chinatown, and Little Italy.

Originally established as a small, alternative school for youths who had dropped out of high school, L.E.S.P. in recent years has been increasingly populated by Chinese immigrant students. Out of a total school population of 504, approximately half are Chinese students. According to the on-site coordinator, 180 Chinese students at L.E.S.P. are in the C.H.S.B.P. and more than 200 students on the waiting list to be enrolled.

About 90 percent of Chinese students emigrated from Hong Kong, Taiwan, and the People's Republic of China. Approximately 50 percent of all the Chinese students live in Chinatown, and the other half reside in other boroughs of the city. The coordinator observed that Chinese students' English language skills ranged from illiterate to an intermediate

level noting that the students tended to speak more Chinese than English among friends in school as well as at home. This situation led some teachers to complain about the students' not speaking enough English.

However, the coordinator also noted, that the Chinese students have a strong will to learn and are highly motivated. As a result, many teachers often give more of their time and energy to these students. Although economic necessity requires most of the target population to work which could affect their school performance, many students are willing to make an extra effort by staying after school to improve their language proficiency and academic achievement.

The principal of L.E.S.P. pointed out that the program has no dropouts. Many students are motivated by participating in C.H.S.B.P. to acquire basic English language skills and to continue their education.

PARK EAST HIGH SCHOOL

Park East High School is a small, alternative school located at 230 East 105 Street, in East Harlem (also known as Spanish Harlem or "El Barrio"). It is situated in the middle of a block of abandoned buildings, surrounded by a residential community composed predominantly of low-income, Hispanic, and black families. The school serves a large number of students who are older than average for their grades, and have returned to school to complete their secondary education.

The program enrolls 38 students. The majority of students were born in New York City of Puerto Rican parents. The others were

born in the Dominican Republic, Colombia, and Haiti. They range in age from 15 to 21.

The on-site coordinator reported student motivation to be low. This condition was attributed to the socially and economically depressed environments in which they live. Additionally, parental attitude toward the program was reported to be negative. Some parents feel that the bilingual program is of second class status and is intended for intellectually inferior students.

BENJAMIN FRANKLIN HIGH SCHOOL

Located at East 116 Street and F.D.R. Drive, Benjamin Franklin High School has a total student population of 1,700. The school is situated in East Harlem and draws many of its students from low-income families in the area. According to a Daily News article of May 12, 1981, the Board of Education is considering a plan to replace Benjamin Franklin High School with a bilingual education complex for junior high- through college-age students. However, the assistant principal of the school could not confirm that a decision has been made.

There are 13[illegible] LEP students in the program, 65 percent of whom live in the area, 15 pe[illegible]t in the Bronx, and 20 percent in lower Manhattan and Brooklyn. The students' countries of origin are Puerto Rico, Haiti, Mexico, Ecuador, and other Central American countries.

According to the on-site coordinator, the program students' attendance rate is about 90 percent -- much higher than the general school attendance rate of 58 percent. Students in the program are

said to be more motivated than the general school population, and two have been selected as valedictorians in the past two years.

Most of the parents of the participating students are supportive of the program, however, some parents feel that the bilingual program is generally perceived as being inferior and some have indicated a preference for having their children placed in the mainstream classes.

JULIA RICHMAN HIGH SCHOOL

Julia Richman High School is located at 317 East 67 Street, in an area which is surrounded by luxury high-rise apartments and office towers. The school population is 2,984 students. Ethnically, it is composed of about 50 percent black and 40 percent Hispanic students from Puerto Rico, the Dominican Republic, and Colombia. At Julia Richman there are 80 students in the program.

According to the assistant principal, the target students do not come to Julia Richman High School well prepared academically. The students have a number of reading and writing problems which indicate they have not been well educated in their native countries. To provide for the wide range of Spanish proficiency the school offers two different Spanish classes: one for literate and the other for the illiterate students.

The attendance rate of students in the program is about 80 percent as compared with a 70 percent rate for the rest of the school.

## FRANKLIN D. ROOSEVELT HIGH SCHOOL

Franklin D. Roosevelt High School is located at 5800 20th Avenue, Brooklyn, in an area surrounded by a middle income, residential neighborhood of small private homes. The area's population is predominantly Italian and Russian, but the Hispanic population is rapidly increasing.

The Italian component of C.H.S.B.P. is housed at Roosevelt, with about 40 students in the program. The assistant principal pointed out that, because of declining Italian population in the area, the program is being phased out and replaced by Spanish bilingual services.

The attendance rate for the target population is better than the overall school average of 80 percent. The coordinator believes the target students are more motivated to attend school because of the program.

## III. INSTRUCTIONAL COMPONENT

### STUDENT PLACEMENT, PROGRAMMING, AND MAINSTREAMING

#### Entry Criteria

The main criterion used in selecting students for the program is the Language Assessment Battery (LAB). Students become eligible for the program when their English LAB scores fall below the twenty-first percentile. The testing instrument has been criticized by all five on-site coordinators and the project director as unreliable in measuring students' language proficiency. Students themselves have reacted negatively to the LAB. At Lower East Side Prep, personal interview and review of previous education also form part of the selection process.

#### Student Placement and Programming

With the on-site coordinator often acting as an informal advisor, procedures for students' programming vary from school to school:

--Lower East Side Prep students' programs are determined by the program staff based on class evaluation and the needs of students to meet graduation requirements. Street workers of the school function as grade counselors to assist students in course selection.

--Park East students are assisted by school advisors in preparing their program during a two-day registration period.

--Benjamin Franklin has a school programming committee which helps students prepare their programs.

--Julia Richman students' programming is done by guidance counselors dispersed throughout the school. (The project director feels the programming is not as helpful to students as it should be.)

--Franklin D. Roosevelt's school counselors help students prepare their programs to meet high school diploma requirements; other than that students are free to select the course they want.

## Mainstreaming

Because the C.H.S.B.P. goal is to help LEP students acquire basic English language skills to enter mainstream classes, mainstreaming is a matter of time. While there are different viewpoints among schools with respect to the speed of transition, the results do not vary greatly. At all five sites, students spent an average of two years in the program before being mainstreamed. The differences among schools are mainly philosophical: primarily whether the students should be encouraged to use both English and the native languages. Although officials at both Benjamin Franklin High School and Julia Richman High School advocate that students be mainstreamed as soon as possible, the assistant principal of the former school thinks the program should help to achieve the use of the native language as well as English, while the principal of the latter indicated the program aims at "a transition to the full use of English." A comparison of content-area courses offered by the programs in the two schools reveals the different emphasis. (See Tables 7 and 9.)

As mentioned earlier, some parents believe there is a stigma attached to the bilingual program and have refused to have their children enroll in it. However, most of the LEP students who have participated in the program have continued their association with it even after being mainstreamed, either to take courses or to seek the advice of program staff.

## DISTINCTIVE FEATURES

The most distinctive feature affecting the instructional program in C.H.S.B.P. is the mini-school arrangement at each program site. The

independent functioning of the program offers students a sense of identification and belonging. The program is physically housed in a separate section of the school complex, creating a warm and intense learning environment and also promoting increased student-staff contact. In this arrangement students are able to receive more individualized instruction in order to enhance their learning. Moreover, the program's balanced approach in giving sufficient attention to both content-area instruction in the native language and culture helps to prepare students for mainstreaming.

However, the mini-school concept was said to have its shortcomings. Even though the students are encouraged to integrate with the mainstream component through music, shop, and physical education classes and through cultural and sport activities, the personal setting and individual attention available to students may become a hindrance in mainstreaming. Students may be reluctant to exchange such personal attention for the more impersonal and intimidating environment of the main school. In addition, as noted earlier, there are some difficulties in the implementation of policy related to personnel utilization in the mini-school organizational arrangement.

## COURSE OFFERINGS

Each program offers intensive instruction in E.S.L., instruction in native language arts, and the content areas. The project director reports that offerings vary by site according to staff resources and, possibly, language development goals.

Tables 6 and 7 illustrate course offerings at Benjamin Franklin, and Tables 8 and 9 illustrate offerings at Julia Richman. Both programs provide five levels of E.S.L.; and Franklin offers a transitional English reading class which must be taken by all students prior to being mainstreamed. The Richman program offers 10 class periods of E.S.L. per week to all but the most advanced students, while the Franklin program offers five periods per week to all students of E.S.L.

A noticeable difference between these two programs cited for illustrative purposes is the offering in Spanish language arts and the extent to which Spanish is used for instruction in the content areas. Whereas Franklin offers three native language arts classes for native speakers and nine content-area courses taught in Spanish, Richman offers one Spanish class and three courses taught bilingually (one of which is taught mostly in English). In both programs, however, materials used were reported to correspond to mainstream curriculum and to be appropriate to the students' reading levels.

Table 6. Language course offerings at Benjamin Franklin High School.

| COURSE AND LEVEL | NUMBER OF CLASSES* | CURRICULUM OR MATERIALS IN USE |
|---|---|---|
| English as a second language | | |
| E.S.L. 2 | 2 | Lado E.S.L. Series |
| E.S.L. 4 | 2 | Lado E.S.L. Series |
| E.S.L. 5 | 1 | Lado E.S.L. Series |
| E.S.L. Reading | | Language Laboratory |
| Native language arts (Spanish for native speakers) | | |
| N.L.A. 3/4 | 1 | Teacher-made materials |
| N.L.A. 5 | 1 | Literary works |
| N.L.A. 6 | 1 | Literary works |

*All classes are offered five periods per week.

Table 7. Content-area courses taught in Spanish at Benjamin Franklin High School.

| COURSE AND LEVEL | CRITERIA FOR SELECTION OF STUDENTS |
|---|---|
| Pre-Algebra I/II | Academic record |
| Algebra I/II | Academic record |
| Geometry I | Academic record |
| Biology I/II | Academic record |
| General science I/II | Academic record |
| Horticulture | Elective |
| American history I | Required |
| Latin American history | Elective |
| World geography | Academic record |

Table 8. Language course offerings at Julia Richman High School.

| COURSE AND LEVEL | NUMBER OF CLASSES | CLASS PERIODS PER WEEK | CURRICULUM OR MATERIAL USED |
|---|---|---|---|
| English as as second language | | | |
| E.S.L. I/II | 1 | 10 | Lado Series I, II |
| E.S.L. III | 1 | 10 | Lado Series III |
| E.S.L. IV | 1 | 10 | Lado Series IV |
| E.S.L. V | 2 | 5 | Lado Series V and English composition books |
| Native language arts (Spanish) | | | |
| N.L.A. | 1 | 5 | Teacher-made materials |

Table 9. Content-area courses taught bilingually at Julia Richman High School.

| COURSE | CRITERIA FOR SELECTION OF STUDENTS |
|---|---|
| Mathematics | LAB score and achievement in math |
| Biology | LAB score |
| Social studies | LAB score |

Several coordinators, however, pointed out that one problem faced was the lack of appropriate materials for students. Translation of American textbooks proved troublesome for students, while textbooks in the students' native language are usually published for different types of populations. To remedy the situation, many resource teachers developed their own materials tailored to students' needs.

Another problem, according to some coordinators, was that courses offered were too academically-oriented. Not enough attention has been given to vocational training in their opinion. For example, the coordinator at Park East expressed the view that the program does not prepare students in establishing career objectives and as a result, fails to motivate them for greater participation in the program. In prior years, Park East offered an internship program with a local hospital and IBM, enabling students to receive academic and vocational training simultaneously. At Benjamin Franklin, bilingual typing courses are offered. Several coordinators agreed that vocational training should be included as a component of the bilingual program. The project director indicated that a new business oriented bilingual program is being planned for the future.

CULTURE

All on-site coordinators indicated that culture is an important aspect of the program and is introduced either through formal classroom instruction or extracurricular activities arranged by program staff. These activities include field trips, going to the theater, participation in sports, and an international fiesta organized by the Office of Bilingual Education.

## IV. NON-INSTRUCTIONAL COMPONENT

### CURRICULUM AND MATERIALS DEVELOPMENT

According to the project director, the central office at the Board of Education assists and advises resource teachers on what materials and curriculum should be developed based on the needs of each school. While the content of the materials developed may vary because of levels and needs of students, the format is basically uniform. The central office develops an annotated bibliography of textbooks used in the program for distribution to schools as a source of reference. Some of the materials developed by program staff, after being tested, are disseminated to other bilingual programs in the city.

Following is a list of materials developed by the staff of the Comprehensive High School Bilingual Program:

| Title | Language |
|---|---|
| 1. Curriculum developed and available | |
| La Storia Degli Italo-Americani | Italian |
| Economics | Chinese |
| La Reproduccion Humana | Spanish |
| Amenazas para la Salud | Spanish |
| Civica y Ciudadania | Spanish |
| Matematicas a traves de Maquinas Calculadoras | Spanish |
| Matematicas Generales(Parte II) | Spanish |
| Taquigrafia Gregg(Teacher's Manual) | Spanish |
| Taquigrafia Gregg(Students' Workbook) | Spanish |
| 2. Curriculum Developed (to be duplicated) | |
| Biologia(Part I) | Italian |
| Biologia(Part II) | Italian |
| American History I | Chinese |
| Appreciation of Chinese Poetry | Chinese |
| Matematicas Principios Basicos | Spanish |
| Matematicas | Spanish |

| Title | Language |
|---|---|
| Native Language Arts(Level I) | Spanish |
| Native Language Arts(Level II) | Spanish |
| Chinese American Woman | Chinese and English |

3. Curriculum being reviewed and typed for September, 1981

| | |
|---|---|
| Parent's Manual | English, Spanish and Chinese |
| An Annotated Bibliography for High School Bilingual and Foreign Language Teachers | |
| Historia de Los Estados Unidos(Part I) | Spanish |
| Physics | Spanish |
| Native Language Arts | Italian |
| Native Language Arts | Spanish |

Curricula developed are distributed among the high school bilingual programs which express an interest in partaking of a pilot testing process. All of the curricula and materials listed under number 1 have been disseminated.

SUPPORTIVE SERVICES

A variety of supportive services including tutoring, career counseling, college advisement, guidance, home visits, and referrals are offered to the LEP students. At Lower East Side Prep, for example, a "study skills" program is offered to help students interested in attending college; the school's street workers assist students in academic programming and make visits to student's homes. At Park East, the coordinator visits students' homes to provide counseling and guidance.

Aside from services related to academic problems, the program's support provided to students with social or individual problems has been of particular value. The long and painful adjustment process recent

immigrants often face can have serious impact on their future development. The guidance and counseling services greatly increase program effectiveness.

Several coordinators indicated that program staff and students develop close relations that last beyond the years the students spend in the program. Many students return to the program for advice and counseling after they have been mainstreamed.

## STAFF DEVELOPMENT

Intensive pre-service and in-service training, including meetings, workshops, and university courses, comprise the program's staff development component. During 1980-1981, the program staff participated in the following activities:

1. courses offered at several local universities that included bilingual education and content-area methodology courses;
2. workshops in curriculum development, ethnic backgrounds, bilingual education, and content areas on an average of once or twice a month;
3. monthly staff meetings;
4. various conferences on bilingual education.

## PARENTAL AND COMMUNITY INVOLVEMENT

The parent trainer organizes monthly parent meetings at each school site to provide knowledge of the bilingual program's goals and objectives; prepares a newsletter to inform parents of program development and to enhance communication between the parents and the schools; and implements cultural activities to encourage parental participation in school affairs. In addition, three schools, Benjamin Franklin, L.E.S.P., and Franklin D. Roosevelt offer adult education courses for parents.

Approximately 15 parents attend these courses at each site. Each site offers bilingual services in one of the target languages and English.

Each school program held monthly meetings of parents and staff. However, attendance at these meetings was very poor: only 3 to 4 parents per meeting. Despite efforts by the staff, the extent of parental involvement has been minimal. One reason suggested by the project director is that parents may work long hours including weekends, and may find it difficult to attend meetings. Some parents are said to be reluctant to attend meetings because they feel uncomfortable conversing in English.

Another coordinator observed that the reason for the lack of parental involvement may be cultural. Some parents feel that school should be responsible for teaching their children, others are not accustomed to parent-teacher meetings. A third coordinator agreed that parental involvement is minimal, and added that the few who come to school do so only when there are problems with their children.

A manual was prepared for parents by the parent trainer. It presents information about high schools in general, and bilingual education specifically.

AFFECTIVE DOMAIN

One of the most impressive aspects of the program observed during the evaluator's visit to the sites is the warm and close relationship between staff and students. Because the staff strongly believe in the importance of bilingual education and are sensitive to the needs of the LEP students, they are willing to devote time and effort to increase

the program's potential effectiveness. Students seemed to have a positive attitude toward the program and spoke affectionately of the staff.

Attendance

Program students at each site have consistently higher attendance rates than their respective main school.

Extracurricular Activities

Program students participate in extracurricular activities both in the mini-school and the main school. At Lower East Side Prep, the Chinese culture club sponsored a ping-pong tournament for all students at the school. At Benjamin Franklin, some students from the program are members of the school's track team. All five schools participated in the international fiesta.

Honors, Awards, and College Admissions

Some students in the program excelled in their academic achievements. During the past two years, the valedictorians at Benjamin Franklin High School have been bilingual students from the program. At Lower East Side Prep, a program student was the valedictorian of the graduating class of '81 and another was awarded a 4,000 dollar United Federation of Teachers' scholarship.

The project director reports that approximately 75 percent of the Chinese, 50 percent of the Italian, and 35-40 percent of the Spanish bilingual students continue their education beyond high school.

## Exit From The Program

In an attempt to better understand the factors underlying the movement of students through and out of the program, data were collected on the reasons given for students leaving the program during the 1980-1981 school year (see Table 10).

Table 10. Number of students leaving the program.*

| REASON FOR LEAVING | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 | TOTAL |
|---|---|---|---|---|---|
| Fully mainstreamed | 1 | 3 | | 1 | 5 |
| Transferred to another school | | 1 | 1 | | 2 |
| Returned to Native Country | 1 | 1 | | | 2 |
| Removed from Program by Parental Option | 1 | | | | 1 |
| Discharged (Marriage) | 1 | | | | 1 |
| Discharge (Reason Unknown) | | 1 | | | 1 |
| Truant | | | 1 | | 1 |
| Dropout | 1 | | | | 1 |
| Other | 1 | | | | 1 |
| TOTAL | 6 | 6 | 2 | 1 | 15 |

*Park East data not provided.

- Five program students were fully mainstreamed during 1980-1981.
- Two students returned to their native country and another two transferred to a different high school.

## VII. FINDINGS

### ASSESSMENT PROCEDURES, INSTRUMENTS, AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing to evaluate student achievement in 1980-1981.

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social studies, science, business education, and language arts. The following are the areas assessed and the instruments used:

English as a second language -- CREST (Criterion Referenced English Syntax Test, Levels I, II, III)

Reading, writing, and mathematics -- New York State Regents Competency Tests

Mathematics performance -- Teacher-made tests

Science performance -- Teacher-made tests

Social studies performance -- Teacher-made tests

Native language arts performance -- Teacher-made tests

Business and vocational education -- Teacher-made tests

Language arts -- Teacher-made tests

Attendance -- School and program records

It should be noted that data from the above instruments are available on a very spotty basis for this program. No data at all were reported for students at Park East High School. CREST data were reported for Julia Richman High School only, though Lower East Side Prep data were obtained from Title I sources. No data on English or Spanish language reading were reported. Julia Richman High School reported no data on

mathematics, science, or social studies teacher-made tests, while Franklin D. Roosevelt reported data for social studies and native language arts only. As a result of the very poor reporting procedures, only very equivocal conclusions can be drawn concerning the success of the program.

The instrument used to measure growth in English language was the Criterion Referenced English Syntax Test (CREST), which tests mastery of specific syntactic skills at three levels. Mastery at the beginning and intermediate levels of the CREST is broken down into 25 objectives per level, such as present-tense forms of the verb "to be" (Level I), or possessive adjectives and pronouns (Level II). Material at the advanced level (Level III) is organized into 15 objectives, such as reflexive pronouns. At each level, students are asked to complete four items for each objective. An item consists of a sentence frame for which the student must supply a word or phrase chosen from four possibilities. Mastery of a skill objective is determined by a student's ability to answer at least three out of four items correctly.

This report provides information on the average number of objectives mastered, and the average number of objectives mastered per month of treatment by students who received Title I E.S.L. instruction at Julia Richman High School in fall and spring semesters (Tables 11 and 13), and by students receiving Title I E.S.L. instruction at Lower East Side Prep during the fall and spring semesters in Tables 15 and 17. Information is also provided on students' performance at the various test levels. Tables 12, 14, 16, and 18 contain breakdowns for students at the two schools by students' grade and level of test taken.

Benjamin Franklin High School reported data on New York State Regents Competency Tests and Regents Examinations. Results of these testing programs are reported in Tables 19 and 20. These tables include the number of students tested, the number of tests taken, and the number and percent of tests that were passed. As the competency testing was done in English for some students and in Spanish for others, results are reported separately for these two groups.

Rates of success of students in mathematics, science, social studies, native language arts, business, vocational, and language arts courses taught in the bilingual program are reported by course and by grade. These tables contain the numbers of students reported as taking the relevant courses, the number reported to have passed, and the percent passing, for fall and for spring courses separately. Data are also reported for program students who were taking mainstream courses in the same content areas.

Comparisons of the attendance rates of program participants with that of the school as a whole are presented by school and by grade in Tables 28, 29, 30, and 31. These tables contain average rates for the school and for the various participant groups, the percent differences, values of the t statistic, and its level of statistical significance. The t statistic indicates the extent to which the observed percentage differences vary from what might be expected by chance.

Table 11. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(Julia Richman High School, E.S.L.
Title I Spanish-speaking students, fall)

| Grade | # of Students | Average Number of Objectives Mastered Pre | Post | Objectives Mastered* | Average Months of Treatment | Objectives Mastered Per Month |
|---|---|---|---|---|---|---|
| 9 | 11 | 10.0 | 13.5 | 3.5 | 2.57 | 1.34 |
| 10 | 43 | 13.6 | 16.5 | 2.9 | 2.72 | 1.05 |
| 11 | 14 | 10.3 | 13.1 | 2.8 | 2.60 | 1.07 |
| TOTAL | 71+ | 12.2 | 15.1 | 3.0 | 2.73 | 1.11 |

*Post-test minus pre-test.
+Includes three students for whom grade level was not reported.

- Better than 90 percent of Julia Richman program students were reported to have been pre- and post-tested with the CREST in the fall.
- Students, on average, mastered new CREST objectives at the moderately good rate of 1.11 new objectives per month of instruction.
- Ninth graders had a somewhat higher rate of mastery than did older students.

Table 12. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Julia Richman High School, E.S.L. Title I Spanish-speaking students, fall)

| | LEVEL I | | | | LEVEL II | | | | LEVEL III | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Average Number of Objectives Mastered | | | | Average Number of Objectives Mastered | | | | Average Number of Objectives Mastered | | |
| Grade | N | Pre | Post | Gain* | N | Pre | Post | Gain* | N | Pre | Post | Gain* |
| 9 | 6 | 5.5 | 8.8 | 3.3 | 5 | 15.4 | 19.0 | 3.6 | ---------- | | | |
| 10 | 8 | 12.1 | 14.4 | 2.3 | 24 | 15.2 | 18.9 | 3.7 | 11 | 11.4 | 12.8 | 1.5 |
| 11 | ---------- | | | | 3 | 10.0 | 16.0 | 6.0 | 11 | 10.4 | 12.3 | 2.1 |
| TOTAL | 15+ | 9.2 | 12.2 | 3.0 | 34+ | 14.3 | 18.1 | 3.8 | 22 | 10.9 | 12.5 | 1.7 |

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.
+Includes students for whom grade was not reported.

- There is a close relationship between the level of the test administered and the grade of the student, with students in higher grades taking higher levels of the test.
- The level of test administration generally seems to have been appropriate to the students' level of knowledge.
- Students taking Level II of the test generally made the best gains, with the three eleventh graders at this level doing very well.
- Gains by those taking Level III were probably inhibited by their high initial scores, which allowed an average maximum gain of only four objectives. This factor was especially significant for the eleventh graders, most of whom took Level III.

Table 13. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(Julia Richman High School, E.S.L. Title I Spanish-speaking students, spring)

| Grade | # of Students | Average Number of Objectives Mastered Pre | Post | Objectives Mastered* | Average Months of Treatment | Objectives Mastered Per Month |
|---|---|---|---|---|---|---|
| 9 | 10 | 10.4 | 14.5 | 4.1 | 2.72 | 1.51 |
| 10 | 42 | 12.9 | 15.8 | 2.9 | 2.80 | 1.05 |
| 11 | 12 | 9.9 | 11.9 | 2.0 | 2.74 | 0.73 |
| TOTAL | 67+ | 11.9 | 15.1 | 3.2 | 2.81 | 1.13 |

*Post-test minus pre-test.
+Includes three students whose grade level was not reported.

- The 67 students pre- and post-tested in the spring represent 88 percent of Julia Richman program students.
- The average spring rate of mastery, 1.13 objectives per month, was virtually the same as the fall rate.
- Ninth graders again had the largest rate of gain, a very good 1.5 objectives per month.
- Eleventh graders had a relatively unsatisfactory rate of only .73 objectives per month.

Table 14. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Julia Richman High School, E.S.L. Title I Spanish-speaking students, spring)

| | LEVEL I | | | | LEVEL II | | | | LEVEL III | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Average Number of Objectives Mastered | | | | Average Number of Objectives Mastered | | | | Average Number of Objectives Mastered | | |
| Grade | N | Pre | Post | Gain* | N | Pre | Post | Gain* | N | Pre | Post | Gain* |
| 9 | 4 | 5.0 | 8.5 | 3.5 | 6 | 14.0 | 18.5 | 4.5 | ---------- | | | |
| 10 | 6 | 8.5 | 11.0 | 2.5 | 25 | 15.1 | 18.6 | 3.5 | 11 | 10.4 | 12.1 | 1.7 |
| 11 | ---------- | | | | 2 | 11.5 | 13.5 | 2.0 | 10 | 9.6 | 11.6 | 2.0 |
| TOTAL | 11+ | 8.3 | 11.2 | 2.9 | 35+ | 14.2 | 18.3 | 4.0 | 21 | 10.0 | 11.9 | 1.9 |

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.
+Includes students for whom grade was not reported.

- In the spring the level of the test taken was again closely related to the students' grade level, and again appears to have been generally appropriate.
- The largest gains were again made by those taking Level II.
- Students taking Level III were, also again, handicapped by their high scores on the pre-test. They had, on average, already mastered two-thirds of the objectives when pre-tested.

Table 15. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(Lower East Side Prep, E.S.L. Title I Chinese-speaking students, fall)

| Grade | # of Students | Average Number of Objectives Mastered Pre | Post | Objectives Mastered* | Average Months of Treatment | Objectives Mastered Per Month |
|---|---|---|---|---|---|---|
| 9 | 24 | 13.6 | 19.7 | 6.1 | 3.06 | 1.99 |
| 10 | 29 | 10.0 | 15.9 | 5.9 | 3.07 | 1.93 |
| TOTAL | 54+ | 11.8 | 17.7 | 5.9 | 3.05 | 1.94 |

*Post-test minus pre-test.
+Includes one student whose grade level was not reported.

- Pre/post-testing results were available on less than one-third of Lower East Side Prep program students.
- Results for those students that were tested were quite good. As a group, they averaged nearly two new objectives mastered per month of instruction.
- Ninth and tenth graders did equally well.

Table 16. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Lower East Side Prep., E.S.L. Title I Chinese-speaking students, fall)

| | LEVEL I | | | | LEVEL II | | | | LEVEL III | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Average Number of Objectives Mastered | | | | Average Number of Objectives Mastered | | | | Average Number of Objectives Mastered | | |
| Grade | N | Pre | Post | Gain* | N | Pre | Post | Gain* | N | Pre | Post | Gain* |
| 9 | 9 | 14.7 | 21.9 | 7.2 | 11 | 14.6 | 20.4 | 5.7 | 4 | 8.3 | 12.8 | 4.5 |
| 10 | 3 | 13.0 | 20.0 | 7.0 | 13 | 12.2 | 18.9 | 6.7 | 13 | 7.1 | 12.0 | 4.9 |
| TOTAL | 13+ | 14.8 | 21.5 | 6.7 | 24 | 13.3 | 19.6 | 6.3 | 17 | 7.4 | 12.2 | 4.8 |

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.
+Includes one student whose grade was not reported.

- Tenth graders generally took a higher level of the CREST than ninth graders.
- Students made excellent gains on all three levels of the test, mastering more than half of the possible objectives between pre-test and post-test at all test levels and in both grades.
- Level III students did especially well in that they passed 4.8 objectives, on average, at post-test that they did not know at pre-test. This represents 63 percent of the average of 7.6 objectives failed at pre-test.

Table 17. Results of the Criterion Referenced English Syntax Test (CREST): number of objectives mastered, and objectives mastered per month.

(Lower East Side Prep, E.S.L. Title I Chinese-speaking students, spring)

| Grade | # of Students | Average Number of Objectives Mastered Pre | Post | Objectives Mastered* | Average Months of Treatment | Objectives Mastered Per Month |
|---|---|---|---|---|---|---|
| 9 | 67 | 11.7 | 17.7 | 6.0 | 3.09 | 1.93 |
| 10 | 26 | 9.5 | 14.3 | 4.8 | 3.12 | 1.54 |
| TOTAL | 94+ | 11.1 | 16.8 | 5.6 | 3.10 | 1.82 |

*Post-test minus pre-test.
+Includes one student whose grade was not reported.

- In the spring the number of students with reported CREST data increased to better than 60 percent of the program students at Lower East Side Prep.
- The average rate of mastery declined slightly from the fall level, though only for tenth graders.
- Many more ninth graders were tested in the spring than in the fall but their mastery rate remained at the same high level.

Table 18. Performance of students tested on the Criterion Referenced English Syntax Test (CREST): average number of objectives mastered by grade and test level.

(Lower East Side Prep, E.S.L. Title I Chinese-speaking students, spring)

| | LEVEL I | | | | LEVEL II | | | | LEVEL III | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Average Number of Objectives Mastered | | | | Average Number of Objectives Mastered | | | | Average Number of Objectives Mastered | | |
| Grade | N | Pre | Post | Gain* | N | Pre | Post | Gain* | N | Pre | Post | Gain* |
| 9 | 30 | 14.1 | 19.9 | 5.9 | 13 | 11.2 | 21.2 | 10.1 | 24 | 9.0 | 12.9 | 3.9 |
| 10 | 3 | 17.0 | 24.0 | 7.0 | 2 | 14.0 | 21.5 | 7.5 | 21 | 8.0 | 12.3 | 4.2 |
| TOTAL | 34+ | 14.3 | 20.3 | 6.0 | 15 | 11.5 | 21.3 | 9.7 | 45 | 8.6 | 12.6 | 4.0 |

NOTE: number of objectives for each level: Level I (25), Level II (25), Level III (15).

*Post-test minus pre-test.
+Includes one student for whom grade was not reported.

- Most tenth graders took Level III of the test, while ninth graders generally took either Level I or Level III.
- With the partial exception of the ninth graders taking Level I, all groups made excellent gains, with those taking Level II and the three tenth graders taking Level I doing exceptionally well.
- The smaller gains by tenth graders here, as compared to their fall performance, are largely a result of the much higher proportion taking Level III and to their higher initial scores at this level. Although the average of 4.2 new objectives mastered at post-test by tenth graders taking Level III is not exceptionally large in an absolute sense, it represents 60 percent of the average number of objectives not mastered at pre-test and is thus quite comparable to gains made on Level III in the fall.

Table 19. Results of testing with the New York State Regents Competency Tests in reading, writing, and mathmatics, by language of tests and grade of students.

(Benjamin Franklin High School, Spanish-speaking students)

| Grade | Number tested | Number of tests taken | Number of tests passed | Percent of tests passed |
|---|---|---|---|---|
| | | Students tested in English | | |
| 11 | 3 | 7 | 3 | 43 |
| 12 | 6 | 12 | 7 | 58 |
| TOTAL | 9 | 19 | 10 | 53 |
| | | Students tested in Spanish | | |
| 12 | 3 | 4 | 0 | 0 |
| | | All students | | |
| TOTAL | 12 | 23 | 10 | 43 |

- Nine of the eighteen twelfth graders in the program at Benjamin Franklin were reported to have taken at least one Regents Competency Test, while three of the 17 eleventh graders also took at least one.
- Nine, or three-fourths, of those reported to have taken a test were tested in English.
- Those tested in English had a passing rate of 53 percent while none of those tested in Spanish passed a test.
- Overall, 43 percent of tests taken were passed.

Table 20. Results of testing with the New York State Regents Examinations by grade of students.

(Benjamin Franklin High School, Spanish-speaking students)

| Grade | Number tested | Number of tests taken | Number of tests passed | Percent of tests passed |
|---|---|---|---|---|
| | | Students tested in English | | |
| 9 | 1 | 1 | 1 | 100 |
| 10 | 2 | 2 | 2 | 100 |
| 11 | 6 | 6 | 5 | 83 |
| 12 | 9 | 10 | 9 | 90 |
| TOTAL | 18 | 19 | 17 | 89 |

- While a total of only 24 percent of Benjamin Frankln program students took a Regents Examination, half of the twelfth graders and more than one-third of eleventh graders did so.
- Students did very well on these tests, passing all but two of the 19 tests taken.

Table 21. Number and percent of students passing teacher-made examinations in mathematics.

(Benjamin Franklin High School, Spanish-speaking students)

| Grade | FALL 1980 N | FALL 1980 Number Passing | FALL 1980 Percent Passing | SPRING 1981 N | SPRING 1981 Number Passing | SPRING 1981 Percent Passing |
|---|---|---|---|---|---|---|
| 9 | 12 | 9 | 75 | 13 | 6 | 46 |
| 10 | 13 | 7 | 54 | 17 | 9 | 53 |
| 11 | 10 | 9 | 90 | 10 | 6 | 60 |
| 12 | 6 | 4 | 67 | ---------- | ---------- | ---------- |
| TOTAL | 41 | 29 | 71 | 40 | 21 | 52 |
| (Lower East Side Prep, Chinese-speaking students) | | | | | | |
| 9 | 27 | 25 | 93 | 58 | 54 | 93 |
| 10 | 21 | 21 | 100 | 22 | 21 | 95 |
| TOTAL | 48 | 46 | 96 | 80 | 75 | 94 |

- Approximately 55 percent of Benjamin Franklin program students were reported to have taken math in the fall and in the spring. At L.E.S.P. only 30 percent of the students have data reported for the fall, but just over one-half were reported on in the spring.
- In the fall, Benjamin Franklin students had a quite good passing rate of 71 percent, but the rate dropped to 52 percent in the spring.
- Students at L.E.S.P. had outstanding rates in both semesters.

Table 22. Number and percent of students passing teacher-made examinations in science.

(Benjamin Franklin High School, Spanish-speaking students)

| Grade | FALL 1980 N | FALL 1980 Number Passing | FALL 1980 Percent Passing | SPRING 1981 N | SPRING 1981 Number Passing | SPRING 1981 Percent Passing |
|---|---|---|---|---|---|---|
| 9 | 11 | 5 | 45 | 18 | 7 | 39 |
| 10 | 13 | 9 | 69 | 12 | 4 | 33 |
| 11 | 11 | 10 | 91 | 8 | 6 | 75 |
| 12 | 9 | 6 | 67 | ---------- | ---------- | ---------- |
| TOTAL | 44 | 30 | 68 | 38 | 17 | 45 |
| (Lower East Side Prep, Chinese-speaking students) | | | | | | |
| 9 | 10 | 10 | 100 | 44 | 41 | 93 |
| 10 | 21 | 21 | 100 | 32 | 30 | 94 |
| TOTAL | 31 | 31 | 100 | 76 | 71 | 93 |

- The percent of Benjamin Franklin program students with science results reported declined from 59 in the fall to 51 in the spring, while at L.E.S.P. the proportion increased from 20 percent to almost 50 percent in the spring.
- At Benjamin Franklin in the fall, passing rates varied from 45 percent for ninth graders to 91 percent of eleventh graders with a total of 68 percent.
- In the spring, as with mathematics courses, success rates dropped considerably to an overall rate of 45 percent. Only eleventh graders had a passing rate above 50 percent.
- At L.E.S.P., rates were again much higher than at Benjamin Franklin and showed only a small decline from fall to spring.

Table 23. Number and percent of students passing teacher-made examinations in social studies.

(Benjamin Franklin High School, Spanish-speaking students)

| Grade | FALL 1980 N | FALL 1980 Number Passing | FALL 1980 Percent Passing | SPRING 1981 N | SPRING 1981 Number Passing | SPRING 1981 Percent Passing |
|---|---|---|---|---|---|---|
| 9 | 5 | 5 | 100 | 15 | 13 | 87 |
| 10 | 8 | 3 | 37 | 10 | 6 | 60 |
| 11 | 13 | 11 | 85 | 14 | 10 | 71 |
| 12 | 19 | 15 | 79 | 1 | 1 | 100 |
| TOTAL | 45 | 34 | 76 | 40 | 30 | 75 |
| (Franklin D. Roosevelt High School, Italian-speaking students) | | | | | | |
| 9 | 7 | 6 | 86 | 6 | 3 | 50 |
| 10 | 3 | 3 | 100 | 3 | 2 | 67 |
| 11 | 5 | 5 | 100 | 7 | 6 | 86 |
| 12 | 2 | 2 | 100 | ---------- | | |
| TOTAL | 17 | 16 | 94 | 16 | 11 | 69 |

Table 23
(continued)

(Lower East Side Prep, Chinese-speaking students)

| | FALL 1980 | | | SPRING 1981 | | |
|---|---|---|---|---|---|---|
| Grade | N | Number Passing | Percent Passing | N | Number Passing | Percent Passing |
| 9 | 46 | 44 | 96 | 72 | 67 | 93 |
| 10 | 39 | 39 | 100 | 44 | 44 | 100 |
| TOTAL | 85 | 83 | 98 | 116 | 111 | 96 |

- The number of students for whom social studies course results were reported was about the same at Benjamin Franklin as the number in math and science courses, but at L.E.S.P. more social studies data were available. The 85 students with fall data represent 55 percent of the L.E.S.P. program population, while in the spring three-fourths of the students were reported on.

- Social studies data were also reported for approximately 40 percent of the F.D.R. program students in both semesters.

- In both semesters approximately three out of four students at Benjamin Franklin passed their course.

- Tenth graders had the poorest rate of success in both semesters at Benjamin Franklin but improved from fall to spring. Tenth graders also had the lowest mathematics passing rates at Benjamin Franklin.

- At F.D.R. 94 percent of the students passed their fall course, but in the spring only 69 percent passed.

- Only half of F.D.R. ninth-grade program students with data reported passed their course in the spring. In all other groups at least two-thirds passed.

- As in other content areas, L.E.S.P. program students did extremely well in their social studies courses with 98 percent passing in the fall and 96 percent in the spring.

Table 24. Number and percent of students passing teacher-made examinations in American culture.

(Lower East Side Prep, Chinese-speaking students)

| | | SPRING 1981 | |
|---|---|---|---|
| Grade | N | Number Passing | Percent Passing |
| 9 | 41 | 39 | 95 |
| 10 | 3 | 3 | 100 |
| TOTAL | 44 | 42 | 95 |

- Twenty-eight percent of program participants at L.E.S.P. were reported to have taken a course in American culture in the spring.
- Only two students failed to pass the course, for a 95 percent passing rate.

Table 25. Number and percent of students passing teacher-made examinations in native language arts.

(Benjamin Frankin High School, Spanish-speaking students)

| Grade | FALL 1980 N | FALL 1980 Number Passing | FALL 1980 Percent Passing | SPRING 1981 N | SPRING 1981 Number Passing | SPRING 1981 Percent Passing |
|---|---|---|---|---|---|---|
| 9 | 12 | 7 | 71 | 15 | 6 | 40 |
| 10 | 18 | 12 | 67 | 14 | 8 | 57 |
| 11 | 6 | 5 | 83 | 7 | 4 | 57 |
| 12 | 11 | 10 | 91 | ---------- | ---------- | ---------- |
| TOTAL | 47 | 34 | 72 | 36 | 18 | 50 |

(Franklin D. Roosevelt High School, Italian-speaking students)

| | | | | | | |
|---|---|---|---|---|---|---|
| 9 | 9 | 8 | 89 | 10 | 8 | 80 |
| 10 | 5 | 5 | 100 | 4 | 2 | 50 |
| 11 | 8 | 8 | 100 | 9 | 9 | 100 |
| 12 | 4 | 4 | 100 | 3 | 2 | 67 |
| TOTAL | 26 | 25 | 96 | 26 | 21 | 81 |

Table 25
(continued)

| Grade | FALL 1980 N | FALL 1980 Number Passing | FALL 1980 Percent Passing | SPRING 1981 N | SPRING 1981 Number Passing | SPRING 1981 Percent Passing |
|---|---|---|---|---|---|---|
| | (Lower East Side Prep, Chinese-speaking students) | | | | | |
| 9 | 4 | 4 | 100 | | | |
| 10 | 2 | 2 | 100 | | | |
| TOTAL | 6 | 6 | 100 | | | |

- The proportion of program students reported to have taken a course on the Spanish language declined from 63 percent in the fall to 48 percent in the spring. At F.D.R., 63 percent were reported to have been taking an Italian language course in both semesters.

- Only 4 percent of L.E.S.P. program students were apparently given a course in Cantonese in the fall semester only.

- Success rates declined in the spring from fall rates at both Benjamin Frankin and F.D.R.

- At Benjamin Franklin, students in all grades had at least satisfactory passing rates in the fall, while in the spring the rate was below 60 percent for all three grade levels for which data were reported.

- The 96 percent passing rate for F.D.R. students in the fall was truely outstanding, and although they declined by 15 percentage points from fall to spring, the spring rate of 81 percent was still very good.

- All six L.E.S.P. students passed their course.

Table 26. Number of students attending courses and percent passing teacher-made examinations in business and vocational education.

(Benjamin Franklin High School, Spanish-speaking students)

| FALL COURSES | GRADE 9 N | GRADE 9 % PASSING | GRADE 10 N | GRADE 10 % PASSING | GRADE 11 N | GRADE 11 % PASSING | GRADE 12 N | GRADE 12 % PASSING | TOTAL N | TOTAL % PASSING |
|---|---|---|---|---|---|---|---|---|---|---|
| Typing | 9 | 67 | 6 | 100 | 4 | 100 | 2 | 100 | 21 | 86 |
| Miscellaneous | 3 | 33 | | | | | | | 3 | 33 |
| TOTAL | 12 | 58 | 6 | 100 | 4 | 100 | 2 | 100 | 24 | 79 |

| SPRING COURSES | GRADE 9 N | GRADE 9 % PASSING | GRADE 10 N | GRADE 10 % PASSING | GRADE 11 N | GRADE 11 % PASSING | GRADE 12 N | GRADE 12 % PASSING | TOTAL N | TOTAL % PASSING |
|---|---|---|---|---|---|---|---|---|---|---|
| Typing | 9 | 78 | 6 | 33 | 8 | 88 | | | 23 | 70 |
| Stenography | 1 | 100 | | | | | | | 1 | 100 |
| Vocational Education | | | 1 | 100 | 1 | 100 | | | 2 | 100 |
| TOTAL | 10 | 80 | 7 | 43 | 9 | 89 | | | 26 | 73 |

- Approximately one-third of Benjamin Franklin program students were reported to have taken a business or vocational education course in the spring and fall semesters.
- In the fall the 12 tenth through twelfth graders who took typing all passed the course, while 3 of 9 ninth graders did not pass.
- In the spring students generally had more difficulty with typing and the passing rate for the course declined by 16 percentage points. The overall rate of 73 percent passing their course was, however, quite satisfactory.

Table 27. Number of students attending courses and percent passing teacher-made examinations in language arts.

(Benjamin Franklin High School, Spanish-speaking students)

| FALL COURSES | GRADE 9 N | GRADE 9 % PASSING | GRADE 10 N | GRADE 10 % PASSING | GRADE 11 N | GRADE 11 % PASSING | GRADE 12 N | GRADE 12 % PASSING | TOTAL N | TOTAL % PASSING |
|---|---|---|---|---|---|---|---|---|---|---|
| Photography and Language Arts | 1 | 100 | 2 | 0 | 2 | 100 | 1 | 100 | 6 | 67 |
| Music and Language Arts | 1 | 0 | 6 | 67 | 3 | 33 | 6 | 100 | 16 | 69 |
| Fine Arts and Language Arts | | | 6 | 83 | 7 | 100 | 8 | 100 | 21 | 95 |
| TOTAL | 2 | 50 | 14 | 79 | 12 | 83 | 15 | 100 | 43 | 81 |

| SPRING COURSES | GRADE 9 N | GRADE 9 % PASSING | GRADE 10 N | GRADE 10 % PASSING | GRADE 11 N | GRADE 11 % PASSING | GRADE 12 N | GRADE 12 % PASSING | TOTAL N | TOTAL % PASSING |
|---|---|---|---|---|---|---|---|---|---|---|
| Photography and Language Arts | | | 1 | 0 | 2 | 50 | 2 | 100 | 5 | 60 |
| Music and Language Arts | | | | | 5 | 80 | 3 | 100 | 8 | 88 |
| Fine Arts and Language Arts | 7 | 57 | 13 | 54 | 5 | 80 | 6 | 83 | 31 | 65 |
| TOTAL | 7 | 57 | 14 | 50 | 12 | 75 | 11 | 91 | 44 | 68 |

- Almost 60 percent of program students at Benjamin Franklin apparently took a course in language arts in the fall and in the spring. Only a few ninth graders were in these courses, however.
- As with most Benjamin Franklin courses reported on here, the success rate in these courses declined from fall to spring.
- Eleventh and twelfth grader passing rates are generally higher than are those of ninth and tenth graders.
- The passing rate in the fine arts course dropped 30 percentage points from fall to spring, but the rate in the music course increased by almost 20 points.

Table 28. Significance of the difference between attendance percentages of program students at Lower East Side Prep and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 69.80

| Grade | N | Mean Percentage | Standard Deviation | Percentage Difference | t | p |
|---|---|---|---|---|---|---|
| 9 | 96 | 95.8 | 15.6 | 26.0 | 16.36 | .0001 |
| 10 | 55 | 99.1 | 1.8 | 29.4 | 118.30 | .00000001 |
| TOTAL | 153* | 97.0 | 12.5 | 27.2 | 96.22 | .00000001 |

*Includes two students for whom grade was not reported.

- Program students attended Lower East Side Prep at an outstanding average rate of 97 percent, better than 27 percentage points higher than the school-wide average.
- Tenth graders, with a 99 percent attendance rate were even more reliable than the ninth graders.
- All differences between program rates and the average school rate are very highly significant from a statistical standpoint.

Table 29. Significance of the difference between attendance percentages of program students Benjamin Franklin High School and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 55.36

| Grade | N | Mean Percentage | Standard Deviation | Percentage Difference | t | p |
|---|---|---|---|---|---|---|
| 9 | 20 | 81.7 | 19.1 | 26.4 | 6.16 | .001 |
| 10 | 19 | 79.8 | 16.3 | 24.4 | 6.52 | .001 |
| 11 | 16 | 87.3 | 18.2 | 32.0 | 7.01 | .001 |
| 12* | ---------- | | | | | |
| TOTAL | 55 | 82.7 | 17.9 | 27.3 | 11.33 | .001 |

*Spring semester attendance data were not reported for twelfth graders.

- Although the program attendance rates at Benjamin Franklin are the lowest of the program rates, the differences between program rates and the school average rate are the largest.
- Program student rates are highly significantly better than the school average at all three grade levels.
- Eleventh graders had the best average attendance rate.

Table 30. Significance of the difference between attendance percentages of program students at Julia Richman High School and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 71.73

| Grade | N | Mean Percentage | Standard Deviation | Percentage Difference | t | p |
|---|---|---|---|---|---|---|
| 9 | 10 | 85.9 | 13.3 | 14.2 | 3.38 | .01 |
| 10 | 48 | 86.7 | 13.5 | 15.0 | 7.69 | .001 |
| 11 | 13 | 88.7 | 10.4 | 17.0 | 5.90 | .001 |
| TOTAL | 74* | 87.4 | 12.7 | 15.7 | 10.59 | .001 |

*Includes three students for whom grade was not reported.

- Program students at Julia Richman attended school much more regularly than did students at the school generally. The program average was close to 90 percent.

- Differences between the school average of 71.1 percent and those of program participants were statistically significant for students at all three grade levels and very highly significant for the program as a whole.

Table 31. Significance of the difference between attendance percentages of program students at Frankin D. Roosevelt High School and the attendance percentage of the school.

Average School-Wide Attendance Percentage: 80.23

| Grade | N | Mean Percentage | Standard Deviation | Percentage Difference | t | p |
|---|---|---|---|---|---|---|
| 9 | 13 | 86.2 | 12.3 | 6.0 | 1.76 | .06 |
| 10 | 8 | 86.2 | 13.2 | 5.9 | 1.27 | NS |
| 11 | 9 | 96.2 | 3.1 | 15.9 | 15.31 | .001 |
| 12 | 4 | 94.0 | 3.1 | 13.8 | 8.98 | .01 |
| TOTAL | 40* | 89.4 | 14.0 | 9.16 | 4.13 | .001 |

*Includes six students for whom grade was not reported.

- At Franklin D. Roosevelt, program attendance rates were slightly better than at Julia Richman, but, because of the much higher school average, are not as statistically significant.
- Differences between attendance rates for program eleventh and twelfth graders and the school average are, however, very significant, statistically, as is the average program difference.
- Eleventh and twelfth graders attended more regularly than did ninth and tenth graders.

## VI. CONCLUSIONS AND RECOMMENDATIONS

### CONCLUSIONS

The Comprehensive High School Bilingual Program has provided important services to thousands of LEP students who are speakers of Spanish, Chinese, or Italian in five New York City high schools, during five years of operation. By providing resource teachers, educational assistants, and resource materials to the five participating schools, the program has performed a vital role in assisting students to improve their English language skills, to facilitate their learning in content areas, and to help them adapt in their new sociocultural environment. The program staff are licensed by New York City and New York State in their professional areas. They believe in the importance of bilingual education and are sensitive to the needs of students. They were able to instill confidence in students and to promote a positive attitude toward school and learning in general.

However, because the philosophy of and support for bilingual education vary among sites, program implementation has also varied from school to school. Differences in resources for educational support and in needs of the target population in each school have affected the ability of the program to deliver services uniformly to the participating sites.

Despite the obvious achievements of C.H.S.B.P. as an important instrument in educating LEP students, some parents remain skeptical as to the purposes of the program and fear that it may stigmatize their children. A greater effort in coordination and cooperation are required

between the school administrations and program staff to promote the value of the program as well as to improve parental involvement.

Since one of the principal objectives of C.H.S.B.P. is to improve the achievement scores in content-area instruction, the program's focus is naturally more academic. As a result, it does not pay sufficient attention to vocational training or to preparing students in establishing career objectives. The project director indicated that a new proposal, "Bilingual Academic Business Skills," has been submitted to the U.S. Office of Education for funding, which will focus on providing vocational training and business skills.

Although various factors have negatively affected the implementation of C.H.S.B.P., overall goals of the program have been achieved. An effective working relationship has been established between the school and program staffs. In general, students and parents have confidence in the program and have a strong relationship with the program staff. In areas such as curriculum development, the program has functioned as an exemplary program in bilingual secondary education.

## RECOMMENDATIONS

Considering that C.H.S.B.P. is concluding the final year of a five-year funding cycle, the evaluation team offers the following recommendations:

1. more bilingual teachers are necessary to meet the needs of various sites;

2. an instrument tested for validity needs to be devised for assessing students' language proficiency and in making student selection for the bilingual program;

3. a greater effort should be made to educate non-bilingual staff at schools and parents as to objectives and value of the program;

4. a greater effort should be made by the school personnel to assist in increasing parental participation;

5. program staff should work toward improving and strengthening ties with school administrations and teachers;

6. a closer working relationship needs to be developed between program staff and teachers in areas such as program planning, and staff development, particularly teaching methods;

7. greater efforts should be made to utilize and share resources of the participating schools to enrich the educational experiences of program students.